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ABSTRACT

As an aid for educational change, a bibliography has been prepared in the areas of: trends and developments in higher education; science, technology, civilization, and social change; the future and future research; the library-college concept; the articulation program; educational coordination; interinstitutional cooperation; transfer students; external degrees and open education; and the library and the adult reader. Items cited include background readings, bibliographies, directories, handbooks, periodical articles, reference works, and ERIC entries. Some items have contents notes, and there is a section on terminology. (LS)

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ADULT, CONTINUING, AND IN-SERVICE EDUCATION AND THE LIBRARY IN HIGHER EDUCATION: A BIBLIOGRAPHIC CHECK LIST

by
Nicholas G. Stevens

Report No. 11
July, 1973

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through
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In order to provide a definitive focus for its developmental and research activities, the Educational Development Center at Kutztown State College on January 14, 1972 announced the adoption of its operating mission theme as "Educational Change through Organizational and Technological Development." The Center's activities focus on the educational change process and the interaction between organizational and technological development producing educational change.

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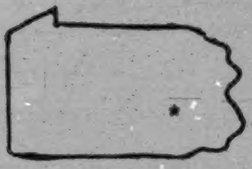

ADULT, CONTINUING, AND IN-SERVICE EDUCATION AND THE LIBRARY IN HIGHER EDUCATION: A BIBLIOGRAPHIC CHECK LIST

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ADULT, CONTINUING, AND IN-SERVICE EDUCATION AND THE LIBRARY IN HIGHER EDUCATION: A BIBLIOGRAPHIC CHECK LIST

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PURPOSE

As we approach the last quarter of the 20th century, forward-looking educators are conscious of the need for renewed attention to adult, continuing, and in-service education. The rapid accumulation of new knowledge in all disciplines and fields requires that education keep pace with the times.

The purpose of this check list is to make available to educators, librarians, and students a list of current resources which may assist them in responding with sensitivity and intelligence to the task of devising educational goals that are consistent with the ever-changing trends and concepts in higher education today (e.g., open education and the open university, continuing education, life-long education, opportunities for independent study and research, adult education, external degree programs, library-college concept, futurology-futurism-futuristic research).

Perhaps answers to such questions as the following may be found by examining the various sources provided by this bibliographic check list:

1. How is higher education to advance the quality of education, the equality of educational opportunity, and make provisions for accessibility in the future?

2. What will be the future role of the library in higher education?

3. How must library science education change in order to accommodate this future role?

4. How is higher education to provide for a broader, more flexible, and less institutionalized system of education?

5. What new curriculum designs will enable higher education to provide for the diversity of interests and talents of exceptional students of the future?

6. What provisions will higher education and libraries need to make in order to assist adults in developing an attitude of intellectual curiosity and commitment to self-development and life-long learning in our changing world?

7. What innovative and alternative programs will higher education need to initiate in order to accommodate the movement toward mass education?

8. How will higher education provide for an understanding of interrelationships of disciplines and specialized fields?

9. What opportunities will higher education provide for the study of the impact of science and technology on the humanities and the social sciences?

10. What is the function and the future of higher education in the quest for social mobility? How will higher education provide for the present and future demands of social change and institutional changes?

11. What applications of new knowledge, multi-media and educational technology need to be made to meet an ever-changing curriculum?

12. What far-sighted and effective planning must higher education and libraries make to meet the significant and diverse demands of the future, and what must they do to prepare for the 1980's, the 1990's, and 21st century?

13. What provisions must higher education make to encourage student involvement in futuristic thinking and research?

It is my hope that this check list will assist all those striving to keep abreast of the ever-increasing bodies of knowledge and areas of new developments in our rapidly changing and evolving social, political, economic, scientific and technological environments.

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STANFORD UNIVERSITY
UNIVERSITY OF HAWAII
UNIVERSITY OF CALIFORNIA-BERKELEY
UNIVERSITY OF ILLINOIS
UNIVERSITY OF MASSACHUSSETS
UNIVERSITY OF WASHINGTON
UNIVERSITY OF WISCONSIN
VIRGINIA COMMONWEALTH UNIVERSITY

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I. INTRODUCTION And OUTLINED OVERVIEW

A. "The Sociology Of Communications

1. This section of the checklist deals with the aspects of the sociology of communications.

2. In it we are particularly concerned with the nature and amount of reading in society at large, the educational trends and innovations.

    a. The motives, drives and other influences that lead people to read.
    b. The agencies that produce and aid in the distribution of reading materials.
    c. The preferdnces of readers.
    d. The affect of reading.
    e. Other media of communications and their relations to reading.
    f. Why books are not read; ways in which the librarian can stimulate and develop reading interests."

B. Subject Heading Approach To Reading In LIBRARY LITERATURE, EDUCATION INDEX AND "ERIC".

1. Adult Education - Library Participation In
2. Book Programs
3. Books & Reading
4. Browsing
5. Discussion Groups
6. Lectures
7. Library Clubs
8. Libraries - Social And Economic Problems
9. Parents And The Library
10. Program Planning
11. Public Libraries:
    a. Services To Adults
    b. Services To The Aged
    c. Services To Foreign Population
    d. Services To The Illiterates
    e. Services To The Senior Citizens
12. Radio And Television
13. Readability And Readable Books
14. Reader Guidance
15. Reader's Advisory Service
16. Reading - Educational Aspects
    Psychological Aspects
    Social Aspects
17. Reading - Special Groups Of Readers
    Adult Beginners
    Businessmen
    Blind & Visually Handicapped
    Catholics
    Clergymen
    College Students
    Farm Population
    College Graduates
    Handicapped
    Hospital Patients
    Housewives
    Laboring Classes
    Librarians
    Mental Patients
    Nurses
    Negroes
    Parents
    Prisoners
    Physicians
    Rural Population
    Scientists
    Senior Citizens
    Service Personnel
    Teachers
18. Reading and Morals
19. Reading Interests
20. School Libraries & Media Centers - Services To Adults
21. Vocational Guidance And The Library
22. General Education
23. LIBRARY - COLLEGE CONCEPT

C. Historical And Educational Role Of Libraries

1. "Services And Functions Of Various Kinds Of Libraries

a. PUBLIC LIBRARIES

(1) Hetrogeneous clientele.
(2) Reference service directly, by phone and by correspondence.
(3) Cooperation between schools, teachers, parent-teacher groups, community organizations, professional groups, etc.
(4) Service to individuals--loans, advisory service, special problems, etc.
(5) Service to public officials in the community.

(6) Service to assist those engaged in technical and vocational studies in evening schools, adult education, business schools, extension classes, etc.
(7) Reading for general, recreational interests and for those engaged in hobbies and avocations.
(8) Service to community groups which will help in their personal development and in better community relations.
(9) To serve as the INFORMATION CENTER OF THE COMMUNITY.
(10) Booklists, bibliographies, exhibits, displays, etc., to assist in community programs, to aid special groups of readers, and to make know the resources of the library in the general and special fields.

(11). Service to the physically and visually handicapped: special loan privileges, vocational guidance materials, bibliotherapy, home delivery of books, etc.
(12) Cooperation with state and regional library and educational agencies, as well as with library systems.
(13) Availability of films, recordings, prints and photographs, local history, etc.,
(14) Collections adequate and stimulating for young adults; books talks and reviews.
(15) Great book programs; great issues programs; town hall discussion groups, forums, etc.
(16) Work with children.

b. CHILDREN'S LIBRARIES

(1) Picture-book hours
(2) Storytelling
(3) Children Clubs
(4) Personal Libraries
(5) Graded Reading Lists
(6) Picture Collections
(7) Exhibits, displays, etc.
(8) Contests
(9) Hobbies
(10) Movies
(11) Book Talks & Book Reviews
(12) Nature Study Trips
(13) Work with parent groups, children's groups etc.
(14) Arts and crafts stimulation.
(OVER AND BEYOND BASIC COLLECTION FOR READING BY CHILDREN, THE LIBRARY ATTEMPTS TO ASSIST OR STIMULATE INTEREST IN THE ABOVE.)

c. SCHOOL LIBRARIES/SCHOOL LIBRARY MEDIA CENTERS

(1) Assist students in school studies by means of published guides to the writing of term reports, essays, book reviews, etc.
(2) Assist in the mastery of reading skills.
(3) Instruction in use of reference tools, the card catalog, special collections,etc.
(4) Stimul te the reading habit in general--books, magazines, newspapers, pamphlets, etc.
(5) Stimulate the reading in special fields or subjects.

(6) Attempt to discover weakenesses and disabilities of the reader.
(7) Provide classroom collections.
(8) Provide books and other media to supplement the classroom learning.
(9) General reading: for fun, for recreational interests, for hobbies, etc.

(10) General reading of more serious kind:
  (a) for emotional stability
  (b) for vocational guidance
  (c) for social life
  (d) for improvement of reading taste
  (e) for understanding of the classics
  (f) for information
  (g) for inspiration etc.

(11) Assist in school programs: dramatics, music, debates, holidays or spdcial occasions, school journalism, healtb education, athletics, recreation programs, etc.
(12) Materials for teachers, administrative school officers, parents, etc.
(13) Study hall facilities.
(14) Reference service and readers advisory service.
(15) Lists, bibliographies, displays, exhibits, book programs, etc.

(16) Work with retarded readers. (Joint effort of librarian and teachers).
(17) Work with advanced readers. (Joint effort of librarian and teachers).
(18) Work with children.
(19) School library as center of communication and reading guidance.
(20) Facilities for browsing.

(21) Basic correlation with the school curriculum in all respects.
(22) Correlation with work of the local public library.
(23) Special services to rural areas.
(24) Encouragement of personal libraries.

d. COLLEGE LIBRARIES

(1) Provide reference materials to supplement classroom, laboratory, and lecture instruction in the college.
(2) Make available technical books and other materials to keep the instructional staff up-to-date with respect to published materials in their fields of possible value for tteaching purposes.
(3) Provide students and faculty with a BASIC COLLECTION.
(4) Provide research materials, as may be needed, by faculty members.
(5) Provide materials for special students undertaking independent work of advanced character, such as honors courses, etc.

(6) Stimulate reading among students, particularly reading which is not found on the usual reserve book lists, required reading etc.
(7) Service to alumni--book loans, advisory work, etc.
(8) Browsing rooms and dormitory libraries--book collections and services.
(9) Service to members of the local community (adults), where such a policy exists.
(10) Assistance in the use of the card catalog, preparing bibliographies, writing papers, reports and theses.

(11) Rental collections in the college library, where such a policy exists.
(12) Preparation ob biliographies, reading lists, exhibits, book fairs, etc.
(13) Interlibrary loans.
(14) Facilities for use of films, recordings, and other non-print materials.
(15) Extension services: assist in campus activities which involve lectures by special visiting lecturers, forums, radio broadcasts, television, music and dramatic activities, athletics and recreation, institutes, workshops, debate activities, class newspapers or yearbooks, student guidance, conferences, cetc.

e. UNIVERSITY LIBRARIES

(1) (ALL OF THE ACTIVITIES OF THE COLLEGE LIBRARY, WITH THE ADDITION OF THE FOLLOWING):
(2) Research of prime consideration, with much special material needed to supplement research work of the faculty and graduate students.
(3) Interlibrary loans for faculty, graduate students, undergraduates, etc.
(4) Materials for graduate and undergraduate courses and professional schools.
(5) Special types of materials, e.g., documents, manuscripts, rare books archives, scholarly publications, etc.
(6) Microfilming and other photoduplication services.
(7) Subject literature specialistion of the librarian in order to assist the graduate student in the field.

f. JUNIOR COLLEGE AND COMMUNITY COLLEGE LIBRARIES

(1) Most of the above material to suit a diverse curriculum of terminal programs and preparation for senior colleges.
(2) Provide reference materials and services to the community.

g. SPECIAL LIBRARIES

(1) Homogeneous clientele--scholarly, specialized and often utilitarian.
(2) Support research or business activities of a particular company or organization.
(3) Highley specialised materials.
(4) Great emphasis upon the recency of the information, data, etc.
(5) Demand for statistical information and data.
(6) Reference and research needs of business or organization which the library serves.
(7) Unique value of pamphlets and other brief publications (ephemera).

(8) Requirement of subject knowledge or knowledge of subject literature.
(9) Indexing, abstracting, etc., as a service.
(10) Preparation of lists, bibliographies, translations, compilations, etc.
(11) Leison with similar special libraries in the field: interlibrary loans, centralized cataloging, exchange of services, and other forms of cooperation.
(12) Knowledge of the methods of research and investigation in a particular field, e.g., law, science, biology, business, art, etc.
(13) Government research publications as an important source of information."

D. THE STATUS OF ADULT READING IN THE UNITED STATES

1. "Purposes For Reading

a. As a ritual, or from force of habit.
b. Fram a sense of duty.
c. Merely to fill in or kill time.
d. To know and understand current happenings.
    (1) To keep posted on current events-locally, nationally, and internationally.
    (2) To find out what is back of the news, that is, the basic motives or forces that are involved.
    (3) To secure the facts needed in evaluating current events and trends.
e. For immediate personal satisfaction or value.
    (1) For sheer fun, that is, simply to amuse one's self.
    (2) For pleasure, that is, lively satisfaction.
    (3) For relaxation, that is, 'to let down."
    (4) For respite or diversion, that is, satisfaction from turning attention momentarily to something else.
    (5) For escape:
        (a) From external situations - responsibilities, monotous work.
        (b) From internal factors - fears, anxieties, worries.
    (6) To relive familiar experiences.
    (7) For novelty of experience, including sudden changes and sharp contrasts.
    (8) To experience thrills and excitement, as in reading mysteries or adventure stories.
    (9) For vicarious emotional experience, as in reading romances.
    (10) For personal prestige - to heighten the 'ego."
    (11) For aesthetic appreciation - rhythm use of language, artistry, writing style of author.
f. To meet practical demands of daily living.
    (1) To secure information needed in directing one's activities.
    (2) To decide where things can be secured that best meet requirements of the occasion, purse, taste.
    (3) To understand contracts, insurance policies, tax regulations, laws affecting one's interests, activities, behavior, etc.
    (4) To learn how to do or make things essential to one's needs or welfare.
    (5) To solve a personal problem, as, for example, to decide which course of action to follow, where to spend one's vacation.

g. To further avocational interests.
  (1) To satisfy a specific avocational interest through reading.
  (2) To learn more about a hobby.
  (3) To learn how to do or make things essential in pursuing a hobby.

h. To carry on and promote professional or vocational interests.
  (1) To learn about the opportunities and demands of various types of vocational or professional pursuits.
  (2) To carry on activities that are an integral part of one's work, e.g.:
    (a) Follow written or printed directions.
    (b) Reading and filing materials.
    (c) Securing information needed in preparing reports.
    (d) Keeping records, accounts, bookkeeping, accounting.
    (e) Selecting materials suitable for publication.
    (f) Reading and editing materials.
  (3) To further one's professional or vocational activities beyond work hours by:
    (a) Catching up with work involving reading.
    (b) Doing extra work that involves reading.
    (c) Securing information needed in specific tasks.
  (4) To continue to advance one's vocational or professional competencies through:
    (a) Pursuing formal courses.
    (b) Following advised or self-direct study programs.
    (c) Studying relevant material that comes to one's attention from time to time.
  (5) To keep abreast of new developments in one's field.

i. To meet personal-social demands.
  (1) To maintain contacts with individuals or groups.
  (2) To learn about and be able to adjust to the amenities of social living.
  (3) To promote social prestige, that is, to maintain status in a group.
  (4) To understand people better as an aid in needed social adjustment.
  (5) To foster agreeable social relationships, as through conversation.
  (6) To understand one's self better as an aid in meeting social adjustment.

j. To meet socio-civic needs and demands (good citizenship).
  (1) To be able to participate more effectively in community life, and other civic responsibilities.
  (2) To acquire understanding--essential for intelligent citizenship.
  (3) To determine the solution of social or political problems.

k. For self-development or improvement, including extension of cultural background:
  (1) To continue one's education through taking organized courses or pursuing a self-directed program.
  (2) To broaden one's cultural heritage in general or in areas of special interests, such as music, art, literature.

l. To satisfy strictly intellectual demans.
  (1) To satisfy the desire to know or be informed about any topic that comes within the purview of the individual.
  (2) To satisfy curiosity, the disposition to inqire into human nature and motives, the new, the strange, the unfamiliar.
  (3) To extend and broaden one's knowledge in areas in which one has an establisedh interest or in which one wishes to cultivate an interest.

(4) To gain a different point of view, a new outlook, a reinformation of attitude.

m. To satisfy spiritual needs:
(1) For spiritual guidance.
(2) To acquire a philosophy of life.
(3) To attain an integrated personality.
(4) To know how to live a good life."

2. "Types Of Information Needed For Determining Adult Reading Interests

a. The Library And The Community
(1) Essential knowledge about the library constituency.
(a) Age groups
(b) Educational backgrounds and levels
(c) Reading preferences:
1' Types of Materials 4' Physical characterization of
2' Subjects materials.
3. Styles
(d) Principal occupations
(3) Non-vocational activities and interests.
(2) The amount of reading (4) The causes of reading
(3) The Quality of reading (5) The effects of reading

b. Essential Knowledge About The Library
(1) The following factors are considered in selecting and building library collections:
(a) The purpose of the library
1' Public 3' College and University
2' School 4' Special, etc.
(b) The library's clientele
1' Age 3' Occupation 5' Needs and interests
2' Sex 4' Education
(c) The library budget
(d) The resources in the library
(e) Regional resources
(f) The basic theory of selection
(g) Standards of selection
1' Professional standards as stated in the literature of librarianship
2' Standards relating to the value of material.
(2) The Process of Selection
(a) The librarian becomes aware of the needs for representing or for adding to the represention of a subject or writer in the collection.
(b) The selector attempts to evaluate this need in respect to:
1' Existing demand 3' The value of the demand
2' Potential demand
(c) The selector scrutnizes sources of information about available and suitable books or other media to meet these demands and to further the program of the library.
(3) Planning A Policy Of Selection
(a) Responsibility for formulating policies
(b) The following points should be considere:
1' The purposes of the collection 6' Questionable
2' Subjects stressed materials
3' Subjects avoided 7' Selection Aids
4' Types of books and other media stressed
5' Types of books and other media avoided

c. Methods Used By The Studies Of Adult Reading Interests
(1) Analyses of recorded statistics.
(a) Library statistics
1' Circulation
2' Reference
3' Reserve books
4' Reader's advisory service
5' Use made of reading areas
(b) Publishers and bookseller's statistics
1' Materials published
2' Materials sold
(2) Questionnaires and interviews
(3) Observation
(a) Selected groups
(b) Non-selected groups
(c) Individual readers
(d) Materials on display
(4) Case studies of individual readers
(5) Surveys of reading interests
(a) Public opinion polls
(b) Research conducted by sociologists, psychologists, political scientists, and educators.
(c) Surveys made by the book industry.
(d) Some outstanding studies and their findings.
(e) Implications for libraries.

3. The Library And The Individual Adult Reader

a. Causes of Reading:
(1) Purposes for reading
(a) Practical: information, occupational
(b) Extension of cultural background-social-intellectual
(c) Respite and recreational
(d) Therapeutic reasons
(2) Factors Influencing reading:
(a) Accessibility
(b) Popularity of titles
(c) Format
(d) Readability
(e) Reader's own predisposition: age, sex, cultural background
b. Reading and other media of communication"

E. THE ADULT READER AND READABILITY

1. Definition of the term reading
2. Definition of the term readability

3. "Investigations of Readability.
a. American Library Association
b. Williams S. Gray and B.E. Leary findings:
(1) Effects of reading on accuracy of information and beliefs.
(2) Effects of reading on attitudes and morale.
(3) Effects of reading on public opinion.
c. Dougals A. Waples and others - findings:
(1) Aesthetic Effect
(2) Instrumental effect
(3) Prestige effect
(4) Reenforcemtn effect
(5) Respite effect
d. Bernard Berelson's findings
e. Paul A. Witty's findings
f. Rudolf Flesch's findings
g. NSSE - 55th Yearbook Adult Reading. . .
h. Conference on The Undergraduate & Lifetime Reading interests. . .

      i. Other Current research and studies in readability.

  4. Library's responsibility for achieving constructive effects for the individual reader and society.
  5. Implications for libraries of information about the effects of reading."

F. STIMULATION OF READING INTERESTS: ADULT EDUCATION PROGRAMS AND OTHER LIBRARY PRACTICES

1. Adult education as a function of the library
2. Library's adult education program
   - a. Needs and objectives
   - b. Book selection
   - c. Compiling reading lists
   - d. Program planning
   - e. Staff training
3. Publicity Programs
   - a. Press
   - b. Radio and TV
   - c. Talks to groups and organizations
   - d. Exhibits and displays
4. Library-Sponsored Groups
   - a. Books talks and book discussion groups
   - b. Lectures and forums
   - c. AV services to groups
5. Reader interest arrangement of the collection
6. Advisory service to readers
7. The library and the community of the future."

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ISSUES AND RECOMMENDATIONS	
APPENDIXES	
A. BACKGROUND READING ON TOTAL COMMUNITY LIBRARY Service	Joyce Post
B. MERGER WITHOUT JEOPARDY: AN OVERVIEW OF THE OLNEY PROJECT	James A. Kitchens
C. THE PHILADELPHIA PROJECT: THE ACTION LIBRARY, ITS PURPOSE AND PROGRAM	Lowell A. Martin
D. ALA-NEA JOINT COMMITTEE AND OTHER CONFERENCE PARTICIPANTS."	

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Lacey, Samuel A.	Citizens' Involvement
Rochell, Carlton C.	Equipment Needs
Mier, Guadalupe J.	Houston Coalition Of Information And Referral Agencies
Forsman, Carolyn	Resource Guide I. What Is A Neighborhood Information Center? II. A New Role For The Library III. How To Do It IV. NIC Projects In Public Libraries V. Overall VI. Keeping Up
Glaser, John	National Standards For Information And Referral
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II. TERMINOLOGY

Academic Reform

Achievement

Achievement Rating

Action Programs (Community)

Adult Education Programs

Adult Literacy Programs

Adult Reading Programs

Affective Behavior

Algeny (Genetic Alchemy)

Analytical Criticism

Anti-technologist

Appropriateness Of Objectives

Assessment Of Student Repertories

Audiovisual Technology

Articulation (Program)

Behavioral Competencies

Behavioral Objectives

Behavioral Sciences

"Bibliographically Naive"

"Bibliographically Sophisticated"

Bionics

Cognitive-Affective Schemes

Communication (Thought Transfer)

Community Colleges

Community Development

Community Information Centers

Community Involvement

Community Planning

Community Services

Community Service Programs

Comparative Analysis

Comparative Education

Comprehensive Elementary Teacher Education Modules

Concept Explications

Concept Teaching

Conceptual Grasp Of A Discipline

Conceptual Outlines

Conceptual Schemes

Conceptual Theories

Conceptualization Of International Studies

Conjecture

Content Analysis

Continuing Education

Continuing Education - A Total Systems Approach For School And Industry

Continuing Education Centers

Continuous Learning

Correctional Education

Counter-Culture

Creative Imagination

Creative Problem Solving

Creative Thinking

Cross-Cultural Training

"CROSS-IMPACT MATRIX PROGRAM (INTERDEPENDENCY OF EVENTS) Developed by Stuart Sandw
Syracuse University Educational Policy Research Center."

Cultural Awareness

Cultural Context

Cultural Enrichment

Cultural Imperialism

Cultural Interaction

Current Inter-Disciplinary Research

Curricular Model

Curriculum Design

Curriculum Development, Revision, And Implementation

Cybernetic Systems

Cybernetics

CYBORG "Is A Hybrid of cybernetics - the science that deals with similarities between men and advanced machines."

Cyborgian Future

Data Analysis

Decision-Making

DELPHI METHOD OF FORECASTING -- (Olaf Helmer-Hirschberg & Norman Dalkey).

Delphi Process

Designing Multi-Media Training Programs

Development Of Instructional Strategies

Development Of Well-Defined, Job-Relevant Objectives

Developmental Reading

Disadvantaged Environment

Discovery Learning

DYBOSPHERE

Economic Factors

Educational Accountability

Educational Change

Educational Concepts

Educational Coordination

Educational Economics

EDUCATIONAL GAMES

Educational Innovation

Educational TV

Educational Trends

Educationally Disadvantage

EKISTICS ("The science of human settlements")

EKISTICAL SITUATIONS

Environetics

Equal Education

Equivalency Tests

Eschatology

"Essentialist" and "Existentialist" Approaches To Education Innovation

Ethnic Groups

Evaluative Thinking

Experimental Colleges

Experimental Schools

Expert Surmise

External Degree Programs

Feasibility Studies

Field Experience Programs

Functional Illiteracy

Fundamental Concepts

FUTUROLOGY

  Alternative Futures or Future Histories

  Alternative Possibilities

  Anticipation

  DYMAXION PRINCIPLES

FUTUROLOGY (Continued)

- Forecasting
  - Scientific Forecasting
  - Technological Forecasting
    - Exploratory Forecasting
    - Normative Forecasting
    - Decision Making
    - Delphi Method
    - Gaming Systems
    - Gaming Theory
    - Simulation
    - Simulation Techniques
    - Systems Approach
    - Technical Assessment
  - Forecasts
  - Foretelling
  - Future
  - FUTURE HISTORY ANALYSIS AND REVIEW - PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT)
  - Future Imaging
  - Futures, Educational
  - Futures Study
  - Future Studies Consortium
  - Futures - Research

FUTUROLOGY (Continued)

Futurism

Futurism, Philosophical Aspects Of

Futurist, The

Futuristics, Educational

Futuristic Research

Futuristics

Futurists

Futurizing Curriculum

Futurologic Studies

Futurologists
Long Range Programs

Predictions

Predictions, Workable

Prognostics

Projections, Current
Social Engineers
Social Engineering
Social Futures

Global Perspective

Group Judgments

Growth Patterns

Heuristic

Heuristic Models

Higher Education (Special Degree Programs)

Home Study

Human Services

Humanizing Machines

Humanizing Technology

Hypothetical Future Trends

Improvement Programs

Independent Study

Individual Development

Information And Referral Centers

Information Dissemination

Information Science

Information Storage And Retrieval

Information Systems

Information Theory

Innovative Education

Innovative Thinking

In-Plant Education

In-Service Education

Instructional Materials Center (IMC)

Institutes (Training Programs)

Institutional Role

Instructional Design

Instructional Media

Instructional Modules

Instructional Strategies

Interagency Coordination

Interdepartmental Approach

"Interdisciplinarity" - "the integration of concepts and methods between disciplines in teaching and research."

Interdisciplinary Approach

"Interdisciplinary--technology-society field"

Interinstitutional Cooperation

Interpersonal Competence

Interation and Controlled Feedback

Knowledge Level

Knowledge Oriented Society

Library-College Concept

Life-Long Education

Life-Long Learning

Life And Work Experience

Life Studies Program

Linear Programming In Teaching History

Literacy Education

Man-Machine Symbosis

Management Development

Management Games

Manpower Development

Manpower Needs

Mass Culture

Mass Education

Mass Man

Mass Media

Mechanized Humans

Media Modules

Media Specialists

MEGAMACHINE

METANOIA

Microteaching

Migrant Education

Modular Instruction

Modular Instruction In Higher Education

"Monto Carlo" Procedures

Moral-Psychological Forecasting

Multimedia

Multimedia Training Techniques

New Careers Concept

New Social Attitudes

New Technologies In Education And Libraries

Non-Formal Education

Objectives, Affective

Objectives, Behavioral

Objectives, Cognitive

Objectives, Educational

Objectives, Performance

Open Education

Open Learning Systems

Open Universities

Operations Research

Opinion Technology

Organizational Change

Performance Criteria

Performance Factors

Personal Perspectives

Planetary Culture

Policy Formation

Post-Secondary Education

Predictive Capabilities

Predictive Measurement

Predictor Variables

Pre-Service Education

Problem Approach Teaching Method

Professional Continuing Education

Program Effectiveness

Programmed Instruction

Program Selection And Development

Propaedeutic

Psycho-Educational Methodology

PSYCHOHISTORY * "The application of psychoanalytic knowledge to the lives of great men, or to the study of groups of men in great historical and social stress."

Qualitative Introspection

Relevance In Education

Research, Applied

Research, Basic

Research, Development

Role Perception

Role Playing

Scenarios or Hypothetical Future Trend

Scenario Construction And Future Histories

Scenarios of Possible Future Developments

Scenarios Of Alternative Futures

School Library Media Centers

Science Of 'Robotics'

Scientific And Technological Activity

Scientific And Technological Breakthrough

Scientific Frontiers

Scientific Innovations

Scientific Knowledge

Scientific Study Of The Future

Self-Actualization

Self-Concept

Sensitivity

Sensitivity Training

Sequential Learning

Simulated Environment

Simulation And Gaming

Skill Development

Social Attitudes

Social Change

Social Engineering

Social Factors

Societal Forecasting

Social Indicators

Social Influences

Social Innovations

Social Integration

Social Interaction

Social Planning

Social, Political And Economic Impacts Of Science And Technology

Social Responsibility

Social Systems

Social Technologists

Social Trends

Social Values

Societal Evaluators

Socioeconomic Barriers

Socioeconomic Influences

Sociopolitical

Socio-Psychological Adjustments

Societal Developments

Sociotechnics

Special Degree Programs

Specialized Research

Student-Centered Programs

Student Self-Development

Super-Industrial Society Of Tomorrow

SYNERGY "is the understanding and development of new communications-styles."

Systemized Knowledge

Systems Approach

Systems Design (In Education)

Systems Approach To Curriculum And Course Development

System Concept And Learning Theory

Systems Concepts Of Knowledge

Systems Design

Task Analysis

Taxonomics

Teaching Strategies

Technical Education

Technecist

Technetronic Era

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Technological Advancement

Technological Assessment

Technological Forecasting

Technological Innovations

Technological Literacy

Technological Potentialities

Technological, Societal & Behavior Changes

Technological Society

Technological Transfer

Technologically Managed Social Change

Technocracy

Terminal Performance Behavior

THINK-TANK THINKERS AND PROBERS

Traditional Institutional Patterns

Trend Analysis

Trilemma

Unconventional Education

University Extension

UNIVERSITY WITHOUT WALLS

Urban Higher Education Consortia

Urban Simulation

Using Educational Technology In Higher Education

Utopian Thinking

Value-Shift Assessment

Value Judgments
Value Systems
Vocational Rehabilitation

"WELLSIAN ASSUMPTION"

Work-Study Programs

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